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A 130-item bibliography with abstracts of books and articles in English and French provides information on various aspects of education (many of them language-related) in the Maghreb countries of Algeria, Libya, Morocco, and Tunisia. Each entry identifies the country with which it is concerned, and French titles are translated into English. Special attention is given to educational organization with listings covering primary, secondary, higher, and vocational education. Along with entries dealing with educational administration, the bibliography places considerable emphasis on the structure of the educational system in North Africa. Subjects also treated are North African (1) educational philosophy, theory, statistics, and cooperation, (2) adult, religious, artistic, and special education, (3) teacher training and instructional aids, and (4) special problem areas. For companion documents see ED 026 892, ED 026 920, and FL 001283. (AF)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS:

ALGERIA, LIBYA, MOROCCO, TUNISIA
Volume 3, Number 1, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Note : Each entry is marked with either A (Algeria), L (Libya), M (Morocco), T (Tunisia) or MAG (Maghreb Countries), to indicate the country under consideration.

PREFACE

The Maghreb countries share, in somewhat different degrees, important problems that deeply mark their educational systems: illiteracy and multilingualism. Illiteracy is being reduced by spectacular scholarization efforts made since independence which emphasize results in the immediate future, thus meeting the requirements of modern society. Multilingualism necessitates frequent and disrupting reorganizations of curricula as the relationships between Arabic and French in Tunisia, Morocco and Algeria and English, Italian and Arabic in Libya are constantly changing.

In addition, education in general is in a period of transition in the Maghreb countries, and the systems which are evolving are still ill-defined.

The principal difficulty we encountered in compiling this bibliography was that, apart from governmental publications, material is not easily obtained. Much recent material has not yet been classified, and many texts are published outside the country. This is particularly true for Libya.

We do hope, however, that these issues will be useful not only to educators and students, but also to those who have a general interest in North Africa.

PHILOSOPHY AND THEORY OF EDUCATION

A 1. "Il faut enseigner l'Arabe vivant" (Living Arabic must be taught). Jeune Afrique, no. 418, January 6.12, 1969, pp 42-43.

This article expresses the view of a group of Algerian teachers who feel that instruction in Algerian schools should be given in dialectical Algerian. They say that until now many Algerians have not received instruction and even though part of the problem can be blamed on colonialism, one reason is that instruction is given either in French (a foreign language) or classical Arabic which is hardly spoken.

Dialectical Arabic, they say, is used in the home, in the streets, in government offices - indeed everywhere. It is a living language which can express the ideas of the modern world. It is prevalent in all regions in the country with the only differences being those concerning accent.

These teachers feel that the child would be much better able to adjust to the school situation and to understand the subject matter being taught. Being able to express himself better he would be able to enter into a dialogue with his teacher instead of accepting all information passively. Adult education would be easier as well.

They go on to suggest that dialectical Arabic could bewritten in either Roman or Arab characters, but suggest that since the majority of the personnel were instructed in French, it would be easier to use Roman letters. They cite Japan and Turkey (a Moslem country) as examples of countries that have modernized their languages without losing their cultures.

Mag 2. "La démocratie au Lycée" (Democracy for the High School), Jeune Afrique, no. 413, Dec. 2-8, 1968, p 54.

This article, which outlines some of the changes that will take place in High Schools in France, is important vis-a-vis the Maghreb countries as well, for their systems of education are based on the French system.

France is now trying to reform its system so that education provided will be better adapted to the modern world, and will be one in which literary culture, technology and science will all play a part. The article goes on to specify some of the plans in more details.

T 3. Attia, Abdelmajid. "Importance de l'Enseignement dans un Pays en Voie de Développement" (Importance of Education in a Developing Country). Femme, Feb. 15, 1969 p 34.

The author of this article states that education in Tunisia is highly valued by both young and old, and to elaborate his point, gives reasons for this.

He says that illiterate adults must be educated so that they can better understand their children; if they understand their children, they can prevent them fom feeling apathetic to what is going on around them. He says that sport and culture should also play an important part in education and explains why.

In this short article he deals also with co-education, teaching methods, and the importance of an integrated education - which must be found in the home, the school and in leisure.

T 4. Beyrakdar, Béchir. "L'Education est le seul moyen d'aider l'homme à épanouir ses valeurs psycho-sociales" (Education is the only way to help man broaden his psycho-social values) l'Action, February 28, 1969.

Mr Béchir Beyrakdar, director of the division of social protection at the Secretariat of State for Youth, Sports and Social Affairs, in an address before the Commission for Social Development in New-York, stated that the development of a people in accord with the social policy of its country can be achieved only through education. A well-planned, well carried out education system produces people who are able to accept new concepts while maintaining the traditions that enrich their society.

T 5. Souissi, Mohamed. "L'Arabe est une langue d'enseignement dans tous les domaines" (Arabic is a Teaching Language in all Fields). La Presse, March 14, 1969.

Mohamed Souissi, author of "La Langue des Mathématiques en Arabe", is presently a teacher of Mathematics at the Faculty of Law and Economical Sciences at the University of Tunis. In an interview given to the newspaper La Presse he described how he, a professor of mathematics became interested in the Arabic language, and what works he has published on the subject.

When asked if Arabic could really be a language of mathematics, he said yes but that the Arabic speaking people must realize this and must make a coordinated effort to unify the language. He described the efforts that have been made in this direction and then elaborated his method. He said that he read a lot, going back to old manuscripts whose terminology he found to be very rich.

Turning to the problem of whether or not Arabic can translate modern scientific concepts, he said that this is a false problem. It is only a problem of man, a question of creation. Language is an instrument of communication which must develop as there are new things to be said.

ADMINISTRATION OF THE EDUCATIONAL SYSTEM

A 6. "La refonte de l'enseignement?" (Reorganization of Education ?), El Moudjahid, April 11, 1969.

Mr Abdelhamid Mehri, director of the Normal School of Bouzareah and president of the Committee for Educational Reform, outlined the position of educational reform in Algeria today. Those responsible for planning the reform decided that to develop a practical plan, three steps were necessary : 1) to draw up an exhaustive account concerning education in Algeria; 2) to organize a system in which all the resources of the nation are used and in which reports are made available and seminars held; 3) to create a permanent body whose task would be to pursue and complete the plan.

In 1968 the Commission for Educational Reform was officially set up. It was decided to opt for global reform of the system as opposed to dealing with only one or two aspects of education.

The article goes on to detail how the reform will be carried out, what studies have been completed.

A 7. "Administration scolaire" (School Administration) Rapport sur le Mouvement Educatif, XXXI° International Conference of Public Instruction, Geneva, July 1968. Algerian Ministry of Education, pp.7-12

This section of the book deals with

1) Administrative measures that were adopted during the course of 1967-68 school-year -that is the creation, suppression or reorganization of administrative or consulting services.

2) Control of education which includes qualitative and quantitaive changes that were introduced into inspection procedures of the various levels of education.

3) Financing of education which gives the operation budget of the Ministry of Public Instruction as being 745 million Algerian dinars (DA = IF) which is an increase of 9.5 % over the preceding year. The budget for equipment was 385 million Dinars. The total increase of the educational budget from the preceding year was II.94 %. In 1967

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19.50 % of the total national budget was spent on education in 1968, 21.05 % was allocated for education.

4) School construction.

A. "Quelques aspects de la vie scolaire et Universitaire" (Some Aspects of School and University Life), Informations Statistiques, n.6, June 1968, pp 245-255

This section gives statistics dealing with modern languages offered in secondary education, with financial aid given at the secondary education level and at the level of higher education. It gives the number of scholarship holders according to type of establishment, region, type of education. Also given are statistics for the number and kinds of school cafeterias as well as the number of pupils served by them.

L 9. Nouisson. "Education in Libya. A statistical survey and End of Tour Report", 1959, 33 pp

This report is intended to be a quantitative survey of educational development in Libya, as it appears today, from the best governmental and Libyan-American Joint Services Statistics available.

It is an attempt to draw together in one place the basic educational data for Libya. The report is an account of the total Libyan public education program with some future projections, and reflects the contributions of American technicians and United States aid funds. It should be considered as an overall picture of education in Libya that might be useful to technicians newly assigned to this country, to Washington officials and to officials of the Libyan Ministry of Education.

L 10. "Development of Educational Planning and its Machinery in Libya", submitted by the delegation of Libya to the Conference of Ministers of Education and Ministers Responsible for Economic Planning in Arab States, Tripoli, 1966, 20 pp

This report traces the stages through which planning in Libya, a developing country, passed, and shows what changes were made in its aims, functions, and volume in the light of the political and economic circumstances through which Libya passed prior to and after Independence.

The stages are :
- planning prior to Independence
- Planning after Independence
- Attempts of partial planning
- Preparation for organized planning
- Comprehensive national planning.

L 11. "Le mouvement éducatif en 1964-65 : administration scolaire" (The Educational Movement in Libya in 1964-65 : School Administration) Annuaire International de l'Education, XXVII, 1965, p 248.

New administrative measures were taken for the reorganization of the Board of Education : it now includes 5 under-ministries dealing with administrative questions, technical questions and universities, school hygiene, antiquities and Koranic schools. Education control is assured by inspectors, whose number increased by 15 % in Primary Education and 50 % in Secondary Education. The Board of Education has a budget of 11,5 million Libyan pounds which represents an increase of 91 % from the preceding year. School building expenses are included in the above budget. New classrooms increased by 8.5 % in Primary Education and 17.9 % in Secondary Education.

L 12. "Le Mouvement Educatif en Libye en 1965-66 : Administration Scolaire" (The Educational Movement in Libya in 1965-66 : School Administration) Annuaire International de l'Education, UNESCO, XXVIII, 1966, p 255.

School inspectors have increased by 17% in Primary Education and 33% in Secondary Education. For the financing of education a budget of I7,890,000 Libyan Pounds has been granted to the Board of Education; this represents an increase of 50 % from the preceding year. The number of new classrooms increased by 13 % for Primary Education and by 6,6 % for Secondary Education.

M 13, "L'Opposition à la Scolarité Payante dans les Etablissements Français au Maroc" (Opposition to Paid Education in French Establishments in Morocco). Le Monde, April 10, 1969.

Several French professors in Morocco have been notified that their contracts would not be renewed for the next school year. The teachers concerned appear to be those who have been publicly opposed to paid education in the establishments of the Mission Universitaire et Culturelle Française.

In this article three teachers present their views and their demands.

M 14. "La population et l'enseignement" (Population and Education), Bulletin Economique et Social du Maroc, no. 104 1967, p 153.

This section is a portion of an economical survey entitled "La Situation Economique du Maroc en 1966" (The Economic Situation in Morocco in 1966). It points out that after the big push to provide widespread Primary Education, developments in Primary Education have come to a halt and the large effort is now being directed towards Secondary Education.

M I5. "Centre de Formation des Conseillers en Planification et en Orientation Scolaire" (Training Center for planning Counsellors and School Guidance). Ministère de l'Education Nationale; Rabat, 1962-63.

On November 21, 1961, the Service de la Planification et de la Carte Scolaire (Educational Planning and Mapping Service) was created. Affiliated with the general direction of education, the essential tasks of this center, at the national and provincial level, are on the one hand to adapt education to the economic, social and cultural needs of the country, and on the other hand, to study the rational locating of educational establishments, to direct pupils towards the various levels of education, and to distribute scholarships wisely.

Unfortunately, the present personnel, that of the Guidance Centers, which has carried out during the last years important work has clearly become insufficient to handle these many new tasks; Moroccan personnel must be trained.

In addition, the training must be accomplished quickly in order to furnish the provincial delegations with the qualified personnel necessary for them to carry out their planning program.

The rate of primary school attendance which was 37% in 1959-60 for the whole of the country, should be 70% in October 1964, and 100% at the beginning of the 1965-69 plan. At the next school opening, more than 3/4 of the 7 year olds will be attending schools; in the cities the rate will be 100%.

M I6. Sbih. "L'enseignement au Maroc, Législation et Orientation Générale Applicables aux Membres de l'Enseignement" (*Education in Morocco, Legislation and General Rules* Applicable to Educational Personnel). Rabat, 322 pp.

This book is made up of six parts. The first section outlines, for the educational personnel in Morocco, the organization of the Ministry to which it belongs. The organization of the Central services of the Ministry are exposed, as well as the organization of the University of Rabat and of the Institutions connected with the University.

The second section is devoted to the codification of all the statutory provisions (recruitment, advancement, discipline etc..) related to the various sections of education, technical education, economic services, physical education and youth and sports.

The third part contains the salary schedule applicable for Moroccan teachers and substitute teachers as well as the codification of all indemnities available to members of the teaching corps.

In the fourth section the texts of all the cultural and technical assistance agreements are given (Franco-Moroccan, Tunisian-Moroccan, Spanish-Moroccan). Each of these agreements is preceded by an analysis of its principal points.

The fifth part includes various matters of interest to the teacher. The rules and practical information concerning accidents at work, school accidents, the equivalency of diplomas, trade union laws, scholarships are all delineated.

The sixth part presents complete references to texts that would be of interest to teaching personnel.

M. 17. "Plan Mohamed El Fazi pour la Scolarisation de la Jeunesse Marocaine". (Mohamed El Fazi Plan for Providing Education for Moroccan Youth). Gouvernement Chérifien (Moroccan Government) Rabat 1956.

Objectives:

1. To launch a big campaign as quickly as possible against ignorance by giving each child an education that will enable him to raise his standard of living.

2. To train as soon as possible national personnel to answer the needs of the country.

Means:

1. By giving all Moroccan children, within 5 years, a minimum of three years of elementary education. Later this schooling would be extended beyond this minimum as soon as space, teaching personnel and financial resources were made available.

2. By using the maximum output: this would be made possible by an effective selection of all the first and second degree normal schools (modern, classic, technical).

M I8. " Création de l'Université de Rabat et Arrêtés et Décrets sur l Organisation de l'Enseignement Supérieur au Maroc" (Concerning the Creation of the University of Rabat and Bills and Laws concerning the Organization of Higher Education in Morocco).

- Law no. 1-61-235 of June 12 1961, completing the Law of July 21 1959 concerning the creation and organization of the University of Rabat.
- Decree no. 2-60-046 of May 15 1961 concerning the creation of an Institute of Political Studies.
- Decree no. 2-60-520 modifying the law no. 2-59-216 concerning the creation of the school of Applied Medicine of Casablanca.
- Decree no. 2-59-1076 concerning the statute of professors of higher education.

- Law of the Minister of National Education, no. 1078-60 of December 7 1960 concerning the organization of the course of studies and examinations for a diploma of higher studies and for a doctorate in law.

T 19. Ben Salah, Ahmed. "Les marchés hebdomadaires doivent devenir des journées commerciales organisées par les diverses coopératives" (Weekly Markets Must Become Commercial Days Organized by the Various Cooperatives). La Presse, April 3, 1969.(Also included were educational problems)

At a congress of the Ksar Hellal Cell, held on April 1, 1969, Mr. Ahmed Ben Salah, Secretary of State for the Plan and National Economy, answered questions posed to him by the delegates. He was asked about the problem of students who had completed the course for intermediate education and were not able to find work. He answered that 6000 of these students had been integrated into different educational institutions and that 1400 that received their certificate of intermediate schooling were admitted to teacher-training schools.

Asked about decentralization of higher education, he said that plans are presently being made to create faculties in the larger cities, but because of financial reasons, this project has not yet been carried out.

T 20. "Le Mouvement Educatif en Tunisie en 1966-67" (The Educative Movement in Tunisia, in 1966-67). Annuaire International de l'Education - UNESCO, Vol. XXIX, 1967, p 467.

This national survey gives detailed information, with figures and statistics about:

- the administration of education: administrative measures, control of education, planification, financing, building of new schools;
- the development of education: number of teachers and children at every level of education;
- the structures and organization of education, and especially pre-school education and higher education;
- Study plans, together with programs and methods (particularly audiovisual aids);
- teaching staff: recruiting and training of teachers;
- auxiliary services and extra-curricular activities: food help , financial help, child protection, delinquent children, adult literacy and education, parent education, women's education, international relations.

T 21. "Les projets de loi adoptés par l·Assemblé Nationale" (Bills Adopted by the National Assembly). La Presse, January 23, 1969.

The bill concerning the organization of higher education was based on recommendations made by the National [illegible]

Commission for Education. It is a first step to forming a new basis for higher education. It allows the faculties, schools and institutions of higher learning to autonomously manage their funds.

To enable the University to do this, a University Council made up of a president (the Secretary of State for National Education), a vice-president (the Director of Higher Education and Scientific Research), an inspector general of education, and representatives of secretariats of state, of the Socialist Destourian Party, national organizations and students, will be created. As well, each institution of higher learning will have a professor-director, a Council and an Assembly.

The professor director is named by law for a period of two years, on the suggestion of the Council after an election is held. He represents the institution, manages the budget, and executes decisions taken by the Council. In his absence, he is replaced by a professor named by the Secretary of State of National Education.

During the discussion of this bill, questions were asked concerning the organization of scientific research and medical studies. Many deputies asked the Secretary of State for National Education to clarify the state of these two fields.

T 22. "La réforme universitaire telle qu'elle est définie par la loi du 24 Janvier 1969" (University Reform as defined by the Law of January 24, 1969). La Presse, February 12, 1969.

The first article of this law defines the University and the second article elaborates on the question of higher education. According to this law, the University is composed of all institutions of higher learning and scientific research supported by the Secretariat of State for National Education. It will be responsible for developing and coordinating programs, teaching methods and research in all branches and levels of education under the authority of the Secretariat of State for National Education? These functions will be carried out by the University Council whose composition is defined by the law.

The second article of the law includes six chapters pertaining to: general organization and aims of higher education, regulations and administration of institutions of higher learning, contents, methods and sanctions of higher education, discipline, free higher education, and temporary provisions.

With regard to the general organization and aims of education, there are four essential points. Institutions of higher education must answer the needs of the country, they must organize, promote and coordinate scientific research, they must maintain and encourage the development of the Tunisian culture, and finally should cooperate with institutes of higher learning in other countries. Finally, it gives the professor-director power to deal with students who interfere with the normal running of education.

EDUCATIONAL STATISTICS

A 23. "Les Dimensions de l'Education Nationale" (The Dimensions of National Education) Informations Statistiques , no. 6, June 1968, pp 32-52.

This article gives statistics, in table and graph form, concerning the number and percentage of those receiving education in Algeria, and concerning the national budget for education.

As of January 1968, the total number of children between the ages of 6 and 14 in Algeria was 3,118,000, of which 1,541,000 were girls. Of this number, a total of 1,485,483 children (562,456 girls) were attending school, giving a rate of 47.6 % (36.4 % for girls). The figures are broken down according to age, and according to regions in Algeria. For example in Algiers, the percentage of those receiving education is 77.5 % which is the highest rate, and in Médéa, which has the lowest rate, it is 23.2 %.

The operating budget for National Education has increased by 131 % since Independence. The increase in the student population has been 88 % at the elementary level, 190 % for Secondary Education, 773 % for teacher training and 247 % for higher education.

A 24. "Volume Global de la Scolarisation" (Total Volume of School Attendance), Informations Statistiques, no.6, June 1968, pp 54-76.

This section gives the breakdown of pupils in Primary and Secondary Education according to public education, private education, and that offered by "l'Office Universitaire et Culturel Français pour l'Algérie" (O.U.C.F.A.). The total increase from the 1966-67 to the 1967-68 school year was 6.3 %.

The valuation by sector and region showed that the vast majority of those enrolled in Primary Education attended schools directed by the Minister of National Education (97.5 %). In all the forms of Secondary Education, general technical and normal, the percentage of those in public education institutions is 92.7 %. There are 72.4 % of the pupils enrolled in general secondary education, 24.2 % in technical education and 3.4 % in normal schools.

After giving a breakdown of pupils according to public versus private education, a more detailed analysis is given of those in the public institutions - by sex, [illegible] nationality, type of establishment, type of education, region etc.

25. "L'Enseignement dans la Saoura" (Education in the Saoura). El Moudjahid, March 19, 1969.

This article gives statistics concerning education in the Saoura which is in the Sahara Desert. For example, in 1968 there were 36,630 pupils registered in school, in 1962, there were only 5,820. Figures concerning school construction and food programs are also reported.

A 26. "Développement Quantitatif de l'Enseignement" (Quantitative Development of Education). Rapport sur le Mouvement Educatif, XXXI° International Conference of Public Instruction, Geneva, July 1968. Algerian Ministry of Education, pp12-13.

The latest known figures for teaching personnel show that, except for Secondary Technical Education which showed a decrease of 0.57 %, the number of teachers increased from the 1966-67 school year to the 1967-68 school year. The largest increase was shown by those in normal schools (27.45 %) and the smallest by those in higher education (1.12 %).

The number of pupils in all levels of education increased. The highest increase was for normal school students (9.55 %), the smallest increase for higher education students (4.83%).

L 27. "Le Mouvement Educatif en Libye, en 1965-66 : Developpement Quantitatif" (The Educational Movement in Libya in 1965-66 : Quantitative Development) - Annuaire International de l'Education, XXVIII, 1966, p 255.

A table gives the number of pupils and the number of teachers for the 1965-66 year, with the percentages of increase or of decrease for preschool, primary, preparatory, secondary, normal and vocational education.

T 28. "Le Produit Intérieur Brut sera de 507.8 millions de dinars en 1969" (The Gross National Product will be 507.8 million dinars in 1969). La Presse, April 5, 1969.

In the field of Primary Education in Tunisia in the 1967-68 school year, there were 827,021 pupils, 20,263 classes and 15,297 teachers. The number of pupils in Secondary Education was 115,922 and in Higher Education 11,225 of which 4,207 were on scholarship. There were 7,824 students enrolled at the University of Tunis.

T 29. "La Fondation Ford fait une donation à l'Ecole Nationale d'Administration" (The Ford Foundation Makes a Donation to the National School of Administration). La Presse, February 2, 1969.

The Ford Foundation has just announced that it will donate a sum of 275,000 dollars to cover a three-year period from 1969-71, to the National School of Administration. This money is for :1) the recruitment of experts in Public Administration; 2) the development of the library; 3) the extension of the reasearch done by the school; 4) the granting of scholarships.

Previuusly the Ford Foundation had donated $ 300,000 for the period from 1966-68.

T 30. "L'Enseignement Primaire en Tunisie" (Primary Education in Tunisia). La Presse, January 11th, 1969.

During the colloquy on Maghreban demography, Mr Chedly Tarifa from the Demographical Statistics Service, which is a department of the Tunisian Ministry for the Plan and National Economy delivered a report entitled "Primary Education in Tunisia". He said that education has experienced a period of very important development during the last few years. The percentage of boys attending school is very high; now the main effort must be directed towards making education available to girls. 25 % or 30 % of the Tunisian gross budget is spent on education. The present 4 year development plan has allocated 43,600,000 dinars for the training of officials, out of a total budget of 455,000,000 dinars. The next plan estimates 46,000,000 dinars for National Education out of a total budget of 550,000,000 dinars.

STRUCTURE OF EDUCATIONAL ORGANIZATION IN NORTH AFRICA

A 31. "Organisation de l'Enseignement en Algérie" (Organization of Education in Algeria). Informations Statistiques, no. 6, June 1968, pp 18-31.

This brochure explains, in French and Arabic, the structure of the school system in Algeria. For example there is the elementary cycle which includes 8 years of study. The first 2 years are completely Arabized. There are two sections - the Arabic section and the bilingual section. Those who complete the Arabic section continue their studies in an institute of Islamic Studies. Those who are in the bilingual section can enter general or technical high schools.

Details are given on the first and second cycles of secondary education, technical education, higher education, and the course necessary for entrance into the Medical School. Also presented are schematic diagrams of the structure of the Ministry of National Education and of the Direction, Planning and Orientation of Education.

A 32. "Autour de l'Arabisation" (Concerning Arabization). Annasr, March 19-20, 1969.

This article, which is begun in the March 19th edition and completed in the March 20th edition of the newspaper Annasr, deals with many aspects of the problem of Arabization of the education. Teachers and parents are interviewed. The main problem appears to be the lack of qualified teaching personnel and the lack of up-to-date methods and texts.

Training programs and requirements for young teachers are outlined.

A 33. "Le Personnel Enseignant dans les Etablissements d'Enseignement du Second Degré" (The Teaching Personnel in Secondary Education). Informations Statistiques, no. 6, June 1968, pp 170-195.

7704 educators of different nationalities and qualifications taught, during the 1967-68 school year, in the establishments of Secondary Education. This is according to an exhaustive incuiry carried out on November 15, 1967. Of these, 3325 (43.16 %) are Algerians, and of the Algerians 614 are women. Statistics are given on the distribution per region, by the type of teaching and by the discipline. Two tables, one giving the proportion of Algerians in each discipline, the other giving the proportion of educators in each level of qualifications, give an exact picture of the situation of secondary teaching personnel in Algeria

A 34. "L'Enseignement dispensé par l'Office Universitaire et Culturel Français en Algérie" (Education Given by the French University and Cultural Office in Algeria). Informations Statistiques, no. 6 June 68, pp 209-226.

The French University and Cultural Office in Algeria operates schools at both the primary and secondary levels. The fifty-two primary schools directed by this office have a total of 7922 pupils. The number of Algerian students is 3043 of which 1388 are young girls. The decrease in the number of students in these establishments is not significant; a certain number of these schools have come under the auspices of the Minister of National Education. The total percentage of repeaters in the primary schools is 8%.

There are five colleges of general education as well as five classical and modern high schools giving a total student enrollment of 5976 pupils of which 2413 are Algerian, Algerian girls comprise one-half of the Algerian student population. The total enrollment has decreased vis-a-vis the preceding year.

A 35. "Enseignement Privé" (Private Schools). Informations Statistiques No. 6, June 1968 pp. 227-244.

There are 119 private primary schools in Algeria. They accommodate 30 701 pupils 29 782 of which are Algerian. The proportion of girls in these schools is 58.5%. They are more numerous in the departments of Algiers, Oran, Tizi-Ourou and in the Oasis. The total percentage of repeaters is 16.6%, the majority being in the third, fourth, and fifth years.

The private secondary education institutions are of two types - those offering a general and those offering a technical education. There are thirty-three establishments of general education. They have a total of 4450 pupils, 4130 of these being Algerian and 1607 of these being Algerian girls. The total percentage of repeaters is 11.5%.

The 15 establishments of technical education have 1544 pupils, only 27 of these being foreign. Algerian girls represent 47.7% of the Algerian pupils.

A distribution by year shows that 68.1% of the pupils are in the Ist year.

A 36. "Structure et Organisation de l'Enseignement" (Structure and Organization of Education). Rapport sur le Mouvement Educatif. XXXIe International Conference of Public Instruction. Geneva, July 1968. Algerian Ministry of Education. pp. 13-14.

Arabization will be continued in Algerian schools by introducing Arabic into the 2nd year of primary education. This is a modest step taken by Algerians to recover their Algerian identity. It is also the natural consequence of the decision taken in October 1964 to Arabize the first year of primary education.

In order to prevent this one year from being considered simply as a front which took the risk of making it appear that it was not feasable to teach in the Arabic language, it was decided to give the pupils a better foundation in their native language before exposing them to another one. This Arabization will have the effect of giving the children the elementary mechanisms of thought through one linguistic vehicle - that of their national language.

M 37. "L'Enseignement au Maroc" (Education in Morocco). Ministère de l'Education Nationale, January 1963. 32 pp.

This study is witness to the considerable effort being put forth in the field of education by the government with the view of making not a superstructure, but an infrastructure of economic development and social progress.

Each type of education has its own original national character, its spirit, its manuals and can contribute to the formation of a schooled generation furnished with theoretical knowledge, morals, techniques and practises necessary to form a dynamic society conscious of its own particular problems.

M 38. "Le Nouvel Enseignement du Français dans les Ecoles Primaires du Maroc" (The New French Education in Moroccan Primary Schools). Instructions Officielles - Programmes - Documents et Conseils Pédagogiques. Ministère de l'Education Nationale. Rabat 1964. 270 pp.

During the years preceding the independence of Morocco, the Moroccan primary school child received 20 out of 30 hours per week of French instruction. This represents 66% of his primary school studies.

After independence the time allocated for education in Arabic was notably increased. Recent ministerial decisions have again reduced the number of hours in French. After October 1960, the first two years of primary education were completely Arabized: French will be taught, for 15 hours a week, in the last three years, which represents no more than 30% of the total time of primary school studies.

In other words, of the 5400 work hours which make up the primary cycle, 3600 were devoted to French; henceforth this number will be reduced to 1600 hours.

T 39. "La technologie pour tous" (Technology for Everyone). Jeune Afrique, no. 429, March 24-30, 1969.

Mr. Ahmed Ben Salah, Minister for Education and the Plan, discussed measures to be adopted in secondary education for the 1969-70 school year. The main aim of education in Tunisia is to adapt it to the needs of the country so that young people enrich their country by their work instead of augmenting the ranks of educated unemployed. That is why vocational education is linked to secondary education instead of being a separate training. That is why also "technological" education will be made a part of all sections, scientific or literary.

Other measures adopted are: entrance examinations in the sixth grade will be continued, but examinations for the certificate of primary education will be discontinued, as will be the probational baccalaureat in June 1969; it will be replaced by a grade based on marks obtained during the three trimesters.

Secondary education will take seven instead of six years. The first three years will be the same for all students, after which they will branch off into their fields of interest: education, science, arts, economics, agriculture or industrial technology. Those students choosing arts will, if they so wish, be able to study Moslem civilization.

T 40. "L'Enseignement de l'Arabe dans les Facultés et les etablissements de l'Enseignement supérieur" (Arabic to be Taught in Tunisian Faculties, and in Centres of Higher Education). La Presse, January 30, 1969.

Measures adopted by the Secretary of State for National Education with the purpose of making the University an instrument for social integration include the decision to generalize the teaching of Arabic in all faculties of the University Institutes, and high schools. This decision was put into effect at the beginning of the 1968-69 school year. The teaching of Arabic will be made available in the form of Explication de Textes and conferences concerning the following subjects:

- history of the National movement;
- study of Islamic thought and of Arab and Islamic civilization;
- participation of Moslems in the progress of science.

T 41. Bakir M. "Conférence Internationale sur l'Instruction Publique" (International Conference on Public Education). UNESCO - XXI° session - Geneva 1968, p 107.

Mr. Bakir, Representative of Tunisia, informed the conference about the following developments taking place in the Tunisian educational system:

1. Institution of a corps of pedagogical advisors in order to make up for the lack of qualified teachers in primary and secondary teaching. These advisors are themselves teachers who are exempted from some of their usual courses.
2. Increase of the number of teaching hours per week in primary education (30 hours instead of 25) in order to make education programs more widespread.
3. Prolongation of secondary education (which will last 7 years instead of 6) together with modernization of the teaching of Mathematics, and creation of an agricultural baccalaureat.

4. 13.9% increase since 1967 of the number of girls registered in the secondary and vocational education (8551 girls registered in 1968).

5. Suppression of the certificates of higher education formerly prepared for graduation; they will be replaced by standardized years of study.

6. Creation of an Institute of Languages equipped with laboratories. This institute is also open to foreigners wishing to learn the Arabic language.

7. The creation of a parents' school to work in coordination with education authorities, the literacy and Education of Adults Department, and the National Union of Tunisian Women. The parents' school organizes conferences, discussions, broadcasts, and publications.

EDUCATIONAL ORGANIZATION

Primary Education

A 42. "Enseignement Primaire Elémentaire" (Elementary Primary Education). Informations Statistiques, No. 6, June 1968, pp 78-98.

On November 15, 1967, there were 4581 primary schools serving 1,461,776 pupils, which represents an increase of 6.4% from 1966. Compared with figures for preceding years, these figures indicate a slow-down in the rate of providing education. The percentage of girls has now risen to 37.2%

The distribution of pupils according to the year of studies makes a pyramid except for the fact that there is too large a number in the 3rd year. This is due to the fact that certain schools accepted pupils directly into the 2nd year, the year before. Otherwise the number becomes less, the higher the grade.

The number of "repeaters" decreased from 20.4% in 1966-67 to 13% in 1967-68 of which 53% were in the third and fourth years. This decrease was due to orders given to pass all those from Ist to 2nd year and those in 2nd, to 3rd year in order to carry out the Arabization program.

The number of teachers reached 33 113, of which 8 587 were female (26%). 27 307 were Algerian, that is 85%.

The increase of Arabic teachers has been 51%. However, the article says that attention must be paid to the quality of the teachers, because 45% of them are under-qualified.

M 43. "Arabization of Arithmetic Teaching" International Bureau of Education, year 41, 1st quarter, 1967, No. 162, Geneva, I BE - 372 222 (64).

Having been begun in the first three classes when schools reopened in 1964, the Arabization of arithmetic teaching had, during the year 1965-1966, reached the fourth year of schooling, that is to say, the first lower secondary year. In this class the instructional language is Arabic for 20 periods and French for 10 periods as in the third year of schooling (in the first two years the instructional language is solely Arabic).

In these classes, the teaching is usually planned according to one of two formulas: 1) all lessons are given by one teacher who uses Arabic for 20 periods and French for 10 periods: (2) there are two teachers, one of whom, monolingual, uses Arabic for 15 periods (mainly study of the language), while the other, bilingual, uses French for 10 periods and Arabic for 5 periods (arithmetic and observation lessons).

M 44. "Note Relative à la Requête du Gouvernement Marocain à l'UNICEF pour l'octroi d'une Assistance en Faveur de l'Enseignement Primaire Rural" (Note Relating to the Request of the Moroccan Government for UNESCO to give Aid for Rural Primary Education). Ministère de l'Education National, Rabat, 1963, 13 pp.

Although Morocco is essentially an agricultural country, that 80% of its population makes its living from agriculture, and that 60% of its revenues come from this same source, primary education has not given importance to questions concerning the rural world.

The government has decided to introduce agricultural education and questions related to rural life into all its regional normal schools and related sections.

In addition, with bilateral technical aid and assistance from the United States, a new type of teachers' school will be created near the College of Agricultural Education of Mechra Bel Ksiri. This new institution, which will function like a pilot school, will train rural teachers. What the Moroccan government wants to try, thanks to this assistance, is to integrate the youth into the rural community and to educate it in everything related to the life within it.

T 45. "L'Etude du Milieu à l'Ecole" (Environmental Studies at School). International Conference on Public Education - XXXI° session - Geneva 1968 - UNESCO.

The Tunisian Board of Education presented a written account of the importance placed on environmental studies. This subject is obligatory for one hour a week in the 3rd and 4th years (children from 8 to 10 years old), and two hours a week in the 5th and 6th years (children from 10 to 12 years old). Such courses are then called "Practical Experience and Common Knowledge". The subject matter of "environmental studies" includes school-cooperatives, inquiries, monographs, school-papers. These activities are coordinated with those of youth organization for tours, excursions, exhibitions etc...

According to the Official Documents, these studies are defined as practical experience related to lessons about common knowledge in order to enable the child to become better adapted to his environment.
Programs : The observation of nature and the geographical environment is considered.
The subjects of observation are chosen by the teachers.
The methods which are prescribed and generally used tend to arouse curiosity in the children by inviting them to observe objects and to make comparisons with other objects.
Complementary activities, such as collections which constitute useful pedagogical museums, small-scale culture and breeding, group visits, are encouraged.
New techniques : Audio-visual methods are used.
Interschool correspondence will permit contacts at the national, Maghreb and international levels.
Access to School and Public Libraries.
The book "Observation de la Nature" printed in 1963 is a selection of illustrated cards without any text or summary to be learned.
Teaching Staff : the teachers are trained during a special pedagogical period in the "Normal School of Teachers". They use didactical devices furnished by different information or documentation sources. They can improve their knowledge by attending monthly courses, or special courses like the one held during the spring holidays in 1968.

Secondary Education

A 46. " Enseignement Itinérant et Technique Long" (General and Technical Secondary Education). Informations Statistiques no. 6, June 1968, pp 126-157

The "lycées" in Algeria are of two types - those offering a general education and those offering a technical education. The general educational schools are either bilingual (48) or Arabic (5 plus 14 sections attached to classical and modern lycées). In the bilingual lycées there are 46 347 pupils, an increase of 8 % over 1966-67. 32.2 % of these are girls and 239 are of foreign nationalities. The distribution by year of studies shows that there are more students in 2nd year than in 1st year. However, after the 2nd year their numbers decrease progressively. The 6th year seems to be the most difficult. The percentage of repeaters is 12.7 % if all years are taken. The third and the sixth, however, have rates of 14.6 % and 24.7 % respectively.

The Arabic schools have 4840 pupils, or 1488 more than the previous year. The distribution of pupils decreases slightly each year until the 3rd year when there is a marked decrease.

There are 4845 pupils in the 7 technical high schools and the 9 technical sections of the general high schools. This is an increase of 11 % from the preceding year.

M 47. "School Guidance". International Bureau of Education, year 41, 1st quarter, 1967, no. 162. Geneva. IBE. 377.922 (64)

There are three different levels of school guidance : 1) on admission to the first year of secondary education; 2) at the end of the first stage of secondary education, when pupils have the option of a fairly wide range of subjects (classical education, modern education, experimental sciences, mathematics, economics and technical subjects); 3) on admission to university faculties. Guidance at this level is undertaken by a commission consisting of representatives of all interested departments. Students are directed according to the needs of the country, bearing in mind their abilities, previous studies and the openings available to them. Priority is given to training senior educational personnel, then to technical training and finally to the teaching of economics. The decisions of the commission responsible for guidance are binding.

M 48. Glaty.Cavin :"Une Solution pour une Marocainisation Rapide de l'Enseignement du Second Degré au Maroc" (A solution for the Rapid Moroccanization of Secondary Education in Morocco) Rabat 1964.

7500 professors are needed to teach the 150,000 secondary school pupils. One can count on the training of 200 new Moroccan professors per year. This sum can even be doubled; but even with the training of 400 professors nationally a year the time is near when it will be necessary to train the 7500 necessary professors.

There is however a solution, very bold to be sure, to Moroccanize, in one year, all of secondary education and that with a total expense much less than previously estimated.

This solution consists of training a team of 27 national first-class professors (if they can be found) and to trust them with the education for the whole country, the education being televised and brought into each high school. Discipline to see that work is well done and to assure that the class pays attention would be provided by monitors stationed in all the high schools of the country.

To keep order in a class of 30 pupils is much easier than to teach a subject clearly and well. The monitors would not have to have a special education.

T 49. "Concours national ouvert aux meilleurs élèves des classes terminales" (A National Competition Open to the Best Pupils in the Last Year) L'Action, April 9, 1969.

A national competition, open to the best pupils in their last year of studies in Public Secondary Education Institutions took place in each governorat under the supervision of a committee headed by the Regional Director of Education and composed of professors designated by him. This competition was designed to reward those pupils who demonstrated a thorough knowledge of Tunisia and who could express their ideas well.

The competition consisted of a composition, written in either French or Arabic, on one of the following topics : The History of Tunisia, the History of the National Movement, Geography and the Political, Economic and Social Life in Tunisia. The students were given four hours in which to finish their work. Prizes range from 200 dinars for the winner to 20 dinars for the entry judged tenth best.

Vocational Education

A 50. "Enseignement Moyen" (Intermediate Education). Informations Statistiques, no. 6 June 1968, pp 100-125.

Intermediate education is divided into 2 sections - general and vocational. There are 259 colleges offering general intermediate education, 10 of these being in the Arabic language. In these schools there are 54,549 pupils in 1967-68, an increase of 7.6 % from 1966-67. Of these, 40,012 are boys, 14,737 are girls. The number of foreigners totals only 270 persons. The percentage of repeaters is 12.4 %. Figures are given for each department and are broken down according to year, age, both for French and Arabic institutions.

Vocational education is in turn divided into two sections-technical and agricultural. In technical education there are 137 institutions accommodating 28,360 students, a little less than a third of which are girls (7,613). The percent increase from the previous year was 7.9 %. The percentage of repeaters is small - 5.2 %.

There are 58 agricultural institutes with 4,128 pupils, an increase of 2.5 % from the preceding year. The proportion of girls is only 19.2 %. The distribution of students by year shows a decrease of one-quarter going from one year to the next highest. The percentage of repeaters is 8.1 %. Figures are given for regions, nationality, by year, age, branch of studies.

L 51. "Le Mouvement Educatif en Libye en 1965.66 : Structure et Organisation de l'Enseignement". (The Educational Movement in Libya in 1965-66 : Structure and Organization of Education). Annuaire International de l'Education, UNESCO, XXVIII, 1966, p 256.

The Board of Education has decided to institute technical education, which will last 4 years; it is divided into preparatory technical courses and secondary technical courses. In vocational education, commercial courses will be particularly modernized to suit the needs of a modern economy; there is the possibility also that girls will be admitted . Modern methods and manuals (some of them in English) are at the disposal of the teachers.

M "Création d'un Haut Commissariat à la Formation Professionnelle" (Creation of a Central Commission for Vocational Training). Dahir, no. 1-61-086, June 25, 1963.

Morocco has an abundant reserve of riches, the exploitation of which depends on its economic liberation. To exploit these resources, is to create new jobs for Moroccans and to combat unemployment. The development of this potential, industrial, mining, and agricultural, is dependent upon qualified personnel and workers. Education and vocational training must be conceived in such a manner as to answer these new needs. This training must be organized quickly, and must have breadth and diversity, bringing into play new methods and new programs.

But just as it could not be carried out outside the economic and social policies of the country, the technical and vocational training policy cannot be isolated from the cultural objectives of the nation. The result is that vocational training at all levels constitutes a total problem the solution of which will be reached in two consecutive and complementary stages : firstly, general education and then vocational training.

T 53. "Les écoles de la santé publique au service de la formation d'un personnel para-médical qualifié" (Public Health Schools to Train Qualified Medical Aides). La Presse, Feb. 6, 1969.

This article explains the need for public health schools and outlines the advances that have been made in Tunisia since Independence. The number of schools has increased as has the number of students, from 117 in 1956 to 1648 in 1968. Reasons given for this growth are : decentralization of the schools; the possibility to specialize in various fields which are listed along with the dates when instruction in these fields was first made available. Qualifications needed for admission into one of these schools are also listed.

The article notes also that the percentage of women being trained has risen from 41 % in 1956 to 82 % in 1968, and delineates some of the possibilities for further training that are available.

T "La Formation Professionnelle, Clé du Développement" (Vocational Training, the key to Development). La Presse; April 11, 1969.

This atricle deals with the state of vocational training in Tunisia. On March 8, 1967, a law was passed which provided for the creation of l'Office de la Formation Professionnelle et de l'Emploi (the Office of Vocational Training and Employment), which is attached to the Secretariate of State for Youth, Sports, and Social Affairs. The duties of the office, as defined in article 4 of the law, are listed.

The article goes on to delineate more specifically some of the work that the office does. For example, it has set up 80 apprenticeship centers, it gives scholarships for training abroad, and has established a vocational testing service. It has an employment office in each governorate, and arranges training for young people between the ages of 15 and 20 who have failed primary or intermediate school. It also helps industrial firms find employees and guarantees their competence. This article also gives statistics concerning the number of trainees enrolled in the various programs of the office.

T 55. "Projet Portant sur 1,572,500 Dollars" (A Project Costing 1,572,500 Dollars). La Presse, February 25, 1969.

On Saturday, February 22, the first class of students was graduated from the Nabeul Tourist School. The class was made up of 290 young men and women. The article points out that this was not a unique case, that indeed 5,421 persons were trained in various other skills. The training was carried out at the level of the governorates to assure that the needs of each particular governorate would be met.

The results were so satisfactory that the United Nations Special Fund has agreed to support a project called "Planification des Ressources Humaines et Promotion de l'Emploi des Jeunes" (Planing of Human Resources and Promotion of the Employment of Youth). The first stage of the program, which will take 18 months, will be experimental so that the extent of future actions can be correctly estimated. The United Nations Special Fund will contribute 476,500 dollars, the Tunisian government 996,000 dollars.

The article then briefly describe how this project will operate.

T 56."De l'Ecole à l'Usine" (From School to the Factory). Jeune Afrique, no. 428, March 17-23, 1969, pp 23-24.

The author of this article feels that the fact that the Department of National Education has become a part of the Secretariate of State for the Plan and Economy indicates the desire of the authorities to adapt education to the economic and social needs of the country. Of the 900,000 pupils who receive primary education, only 40 % can be absorbed into the secondary school system. Until now, the way in which a part of the remaining students were placed in vocational schools was very unorganized, resulting in their being too many people trained for one occupation and not enough for another.

A year ago, efforts were made to coordinate the system of vocational training. This article describes what was done and what is planned for the future.

T 57. "Le Centre de Sélection Psychotechnique de Tunis" (The Vocational Testing Center in Tunis). La Presse, February 8, 1969.

Realizing the importance of the correct channeling of human resources for a developing country, Tunisia, soon after its Independence, created a vocational testing center which, after 1967 came under the auspices of the Office de la Formation Professionnelle et de l'Emploi. This article explains the role of the center, the methods it employs and the people and organizations that use its services.

For example the center helps people determine what occupations they are best suited for, and at the same time trains its own personnel and carries on research. It uses tests to determine intellectual aptitude, manual dexterity etc. Its services are used by both public and private companies and organizations.

T 58. "Un Palais, un Verger, une Ecole pour Adolescents malades de la rue" (A Palace, an Orchard, a School for Delinquent Adolescents). La Presse, April 5, 1969.

This article describes the "Centre d'Education Professionnelle Surveillé" (Supervised Vocational Training Center) which is located at Gammarth. Designed to accommodate 350 boarders, it at present houses 750 - young boys 12 years and over who have been referred by the Children's Court. Only about one tenth of the cases handled in the Court are sent to the Center.

The article outlines the course of studies available, the trades that the students can learn - mechanics, carpentry, agriculture etc. and describes the facilities and teaching personnel available. Attempts are made to bring in films, encourage the students to read (although the library contains only 100 books).

The question then asked is : when the student is again free to take his place in society, will he be able to re-adjust, will he be accepted ?

T 59. "Les Chantiers du Travail Civil sont la Chance de 5310 Jeunes Défaillants de l'Enseignement Primaire" (Civil Work Camps Provide an Opportunity for 5310 young Primary School Drop-outs). La Presse, April 15, 1969.

There are a large number of young people in Tunisia who did not complete primary school. The government, in an attempt to integrate them back into society, has created civil work camps which serve two purposes : social rehabilitation and economic assistance in the form of teaching them a skill. It had been hoped that 12,000 young people could be accommodated, but because of financial reasons only 5310 will be affected.

Once these young people are trained, there is another problem - job possibilities are limited. Thus the government is asking such international organizations as the U.N, UNICEF and the World Bank to help.

T 60. "Le Centre de Perfectionnement de Mécanique Générale de l'Ariana" (The Training Center for General Mechanics at Ariana) La Presse, April 23, 1969.

The objective of this center, which was created under modest circumstances in 1960 and which did not expand into modern facilities until 1967, is to train semi-skilled automobile mechanics. It trains break-down mechanics for national companies and administrations. In addition to its regular courses, it gives free evening courses to anyone holding a driver's licence, who is interested in learning simple repairs.

The specializations offered at the center are : body-work, mechanics of the automobile, electricity of the automobile, motor injection, agricultural machine repairs.

The article describes the courses and conditions of study and lists the qualifications needed to be admitted.

The training period, which lasts eleven months, is completely free of charge, the center providing uniforms, room and board.

Higher Education

A 61. "No to the Arabization of University Education", International Bureau of Education, Year 41, 2nd quarter, 1967 - No. 163 - Geneva - (I.B.E. 378 - 375 - 12 /65/).

An inquiry conducted among several hundred Algerian students by an American professor from the University of Berkeley resulted in a negative reply by 80% of the students to the question "Should university education in Algeria be Arabized ?" This is in spite of the fact that 75% of young people employ only Arabic in conversations with their parents and friends. Moreover, the students who were asked to "grade" their professors, on the whole gave 7 out of 10 points to the Algerian professors and 8 out of 10 to the foreigners (especially French). However, 80% of them are not satisfied with their relations with their professors, Algerian or other.

A 62. "Agriculture: Formation Supérieure à l'Etranger" (Agriculture: Higher Training Abroad). El Moudjahid, April 2, 1969.

Algerian students wishing to pursue studies not available in Algeria may go abroad to study. They will be offered, in addition to the aid received from the foreign country, a scholarship, from the Ministry of Agriculture and Agrarian Reform, of 200 Algerian dinars per month. In return they must agree to work for the Ministry of Agriculture for six years.

A 63. "Enseignement Supérieur" (Higher Education). Informations Statistiques - No. 6 - June 1968 - pp 196-208.

The tables in this section of Informations Statistique, give a summary of the situation of higher education in Algeria. They show that the number of students had increased 4.8% in relation to the preceding year.

The Universities of Oran and Constantine have begun a regional decentralization of higher studies; however, as of November 1967, they, together, had only 10% of the total. This trend towards decentralization must be continued. More women should be encouraged to pursue higher education. Presently they are only 22.9% of the total number of students.

The students have four principal options: Law, Letters, Science and Medicine. They are evenly grouped among these options.

L 64. UNESCO Chronicle, Vol. XIV, No. 2, February 1968.

The Council of Ministers has decided to establish a special commission responsible for preparing and supervising activities during the International Year for Human Rights. The Secretary General of the National Commission will be a member of this Commission; he will also be chairman of a committee set up for the same purpose in the Ministry of Education.

UNESCO has proposed to the National Commission to send an expert who would assist the pedagogical institute at the University of Libya which is studying the possibilities of introducing education for international understanding in its curriculum. The commission has agreed to the proposal and a Hungarian expert is due to arrive in Libya in March of this year.

M 65. "Quand l'Economie Va" (When the Economy Goes). Jeune Afrique, No. 413, December 2-8, 1968, p. 23.

Students at the Faculty of Letters at Rabat and those from the Higher Normal School are working to promote fundamental reforms in their study program. They have asked that they be allowed to participate in the administration at all levels. The article lists the grievances the students have and some of the improvements they would like to see put into effect. Also included are the contents of a communique issued to the students by the Prime Minister.

M 66. Zhiri, Kacem. "L'Education Nationale au Maroc" (National Education in Morocco). Jeune Afrique, No. 435, May 5-11, 1969, p. 5.

Mr. Kacem Zhiri, Moroccan minister of secondary and technical education, answers some of the charges made against Moroccan education in a previous edition of Jeune Afrique (No. 431, April 7-13, 1969). In particular, he states that there is no age limit for those wishing to take the examinations for the baccalaureat, that supplementary examinations will still be given, and that it is not obligatory for pupils in the fourth year to pass the examination for the certificate of secondary education.

He goes on to explain some of the aims of those responsible for secondary education in Morocco.

M 67. "Higher Education", Bulletin of the International Bureau of Education, Year 42, 1st Quarter, 1968, No. 166, Geneva.

During the past ten years, credits allocated to higher education have risen 12,500,000 to over 42 million francs. On the other hand, the modern Mohammed V University, whose student population was 960 in 1958 had an enrolment of 7,000 last year; it admits students having completed four different baccalaureat courses, one of which is Arabized. The language of instruction is Arabic in the specialized departments of the Faculties of law and of arts and in the Institute of Sociology. Instruction in French prevails, however, particularly in the Faculties of Medicine and Science.

The recruitment of Moroccan teachers is difficult (from 29 to 40% according to faculty, none in the Faculty of Medicine), and this shortage of teachers in higher education is paralleled by that of administrative staff in the country, the latter tending to choose a literary or legal training rather than the scientific branches.

It is planned to undertake the systematic training of high-level staff and to direct students towards the nation's manpower needs.

Mag 68. "La Formation des Cadres Administratifs en Afrique du Nord" (Training of Administrative Personnel in North Africa). Maghreb 1968, No. 30, p.31.

Independence emphazised the need for administrative personnel in North Africa. National Administration Schools were opened in Algeria and Tunisia, along with administrative training centers in Algeria. In Morocco the problem remains the most acute: there the school for "cadres" in Kenitra is conducting an interesting training experience for administrative staff.

T 69. "Bourse Nationale Pour les Etudiants" (National Scholarships for Students). La Presse, March 11, 1968.

This article gives details of a decree issued by the Secretariate of State for the Presidency on March 1, 1969.

It determines the amount and the method of distribution of these scholarships for students pursuing higher education. It was published in the Official Tunisian Journal on March 4, 1969.

Some points that it mentions are: Students will receive payment in monthly installments. Students receiving scholarships will be obliged to work for the country for a specified length of time.

Also listed are the amounts of the scholarships both for students studying in Tunisia and for those studying abroad.

T 70. President Habib Bourguiba: "The University's Place in Developing Countries". Presidential address to Sophia University, July 8, 1968 - Published and Printed by the Secretariate of State for Cultural Affairs and Information, December 6, 1968.

In a speech delivered in Sophia on July 8, 1968, President Pourguiba stressed the importance of education for a developing country. He said that under-development is not a result of natural determinism but is a historical phenomenon. To change from this state of under-development three types of radical change in structures and mentalities must be carried out. First, it is necessary to change the relationship based on domination which existed between France and Tunisia, second, to eliminate social class differences, third, to change man's relationship to the world by education.

The President, in dealing specifically with the University, stated that universities in under-developed countries should not model themselves exclusively after European and American universities. Except for the sciences which are basic, other subject matters must be relevant to the society itself. First and foremost, a university must produce people who will contribute to the development of their country.

T 71. "L'E.N.I.T. créera des centres régionaux de techniciens supérieurs" (The E.N.I.T. to create Regional Centers for Advanced Technicians). La Presse, February 14, 1969.

Mr. Moktar Latiri, Chief Engineer of the Secretariate of State for Public Works, outlined the structure of the Ecole Nationale des Ingénieurs de Tunis (National School for Engineers in Tunis). The E.N.I.T. will be part of the Faculty of Science, the Faculty of Law and the National School for Tunisian Engineers. The work, which was begun in 1964 and has just been completed, was financed by the Tunisian government (50%) the USSR, France, and the USA.

The article describes the facilities, the functions and the structure of the courses very briefly.

T 72. "La Recherche Scientifique doit Répondre au Contexte National Avec ses Urgences et ses Priorités" (Scientific Research Must Fall within the Context of the Nation's Needs and Priorities). La Presse, April 1, 1969.

This article notes that at present scientific researches being carried out in Tunisia have made very little impact on the development of the country, and in fact, have remained relatively isolated one from the other. It states that research must be organized to become integrated with the national economic and social plan for development. A statute should be passed which defines the situation of the scientist - his rights, his duties, and which outlines the structure of each Institute of Research. The structure should be analogous to that set up for establishments of higher education.

T 73. "L'entretien-débat avec Ben Salah organisé par l'Association des Anciens Elèves de l'Enseignement Supérieur des Sciences Commerciales" (Interview-debate with Ben Salah Organized by the Association of Former Pupils of Higher Education of Commercial Sciences). La Presse, March 6, 1969.

Mr. Ahmed Ben Salah, Secretary of State for the Plan and National Economy answered questions posed to him by former pupils of Higher Education and Commercial Sciences. He explained why the Higher School of Commerce had been attached to the Faculty of Law and Economical and Political Sciences. He said that it was done so that those receiving an education in commerce would be familiar with the policy of cooperatization that is presently being put into effect in Tunisia.

Turning to the question of University reform and the organization of scientific research, he said a new program is being developed to coordinate all Institutes of Scientific Research.

T Karoui, Slaheddine. "La Recherche Scientifique au Service du Decollage Economique" (Scientific Research to Serve the Economy).

The author of this article describes the new way in which scientific research will be organized in Tunisia, gives reasons for the change, and outlines the advantages of the new system.

He says that only since Independence, with the exception of the Institut Pasteur, has research of any importance been carried out in Tunisia. Even those institutes created after Independence, however, have remained isolated and have contributed little to the development of Tunisia. A new type of research is needed - technological research. He lists six functions that the National Center fulfills.

T 75. "Institut de Presse et des Sciences de l'Information" (Institute of Journalism and of Information Sciences). La Presse, April 9, 1969.

The Institute of Journalism and Information Sciences is designed to give students preparing for their "licence" in Arts, Sciences, Law and Economical Sciences : 1) a complementary training concerning the problems and methods of information; 2) a complementary training designed to broaden their knowledge of the current national and world situation.

The studies at the Institute of Journalism are comprised of 2 sections each of which lasts 2 years. After the first cycle one receives the "Certificate of Journalism", and after the second, the "Diploma of Higher Studies of Journalism". Pupils have the opportunity to participate in practical training either in Tunisia or abroad.

The article then lists the course of studies for the first and second years for the 1968-69 university year.

ADULT EDUCATION

A 76. "L'Alphabétisation et l'Education des Adultes" (Literacy and Adult Education). Rapport sur le Mouvement Educatif, XXXI° International Conference on Public Instruction, Geneva, July 1968, Algerian Ministry of Education, p 21.

Algeria is one of the five countries which with the aid of UNESCO have received financial assistance from special funds for the realization of a pilot literacy plan linked to vocational training for adults.

After the creation of a National Literacy Center, an administrative and pedagogical structure was set up and a method elaborated. The present program is in the process of editing experimental texts in both French and Arabic and publishing pedagogical material for experimental classes.

There are three projects under way presently in three different economic sectors : at Staouéli, an agricultural milieu, Arzew, an industrial milieu, and Annaba, a mixed milieu.

L 77. "Alphabétisation et Enseignement des Adultes" (Literacy and Adult Education), UNESCO, 1965,supplément, p 36.

The Libyan Ministry of Education explained the action undertaken to promote adult literacy, with its administrative problems such as coordination, financing and public cooperation. This survey also explains the technical aspects of literacy : only 25 % of the teachers have had special professional training. Libyan literacy programs are characterized by the teaching of reading, writing, arithmetic, social and religious notions, and home economics in special centers for women.

Special manuals and books are used, but audio-visual means are not yet used to a great extent. Libraries and evening courses allow the adults to maintain their knowledge. Unions are developing special literacy programs for workers.

L 78. "Alphabétisation et Enseignement des Adultes" (Literacy and Adult Education), UNESCO, 1965 (supplément) p 37.

Along with the literacy campaigns for adults, Libya also has an educational program for adults who wish to complete their primary education. Upon completion of this course a final examination is given. The program is the same as that offered to children in primary school, but to enable adults to attend, lessons are given in the evening. There is a similar program for secondary education as well. The secondary education program is divided into 3 preparatory and 3 secondary years.At each level there is a final examination, the last one enabling the successful candidate to enter the University.

Mag 79. "L'Alphabétisation des Adultes au Maghreb" (Literacy of Adults in the Maghreb), Maghreb, no. 25, 1968, p 31.

This article studies the processes and results of the literacy campaigns in Algeria, Tunisia and Morocco (with figures and statistical information). The first trials failed but new experiences with better adapted methods were undertaken according to plans for a massive and organized literacy program. Tunisia is undertaking an ambitious program, as is Algeria, but after the first failures the government of Morocco gave up the initiative to private enterprises.

On the whole, literacy in the 3 countries is very selective, is linked to vocational training and is given according to uniform rules.

M 80. Camerlynck : "Centre National de Formation de la Chèneraie. Education de base et Education des Adultes."(National Training Center of 'Cheneraie', Basic Education and Adult Education). Rabat, 1961, 76 pp.

The general organization of the center is as follows :
I - General training :
    1 - Basic education and the development of local organizations in the world and in Morocco.
    2 - Moroccan geography.
    3 - Politics and administration.
    4 - Sociology, Civics and religion.
    5 - Economics, finances.
II - Specialized training :
    1 - Agriculture.
    2 - Health and hygiene.
    3 - Vocational training.
    4 - Housing.
    5 - Techniques and leisure.
III - Pedagogical training.
    1 - Teaching adults - social psychology and environment.
    2 - Literacy and elementary mathematics.
    3 - Audio-visual aids.

TEACHER TRAINING

A 81. "Qu'est-ce qu'un Instructeur de la Jeunesse et de l'Education Populaire?" (What is an Instructor of Youth and Popular Education ?). Annasr, September 17, 1967.

Details of an 8 1/2 month course, organized by the Ministry of Youth and Sports for prospective youth instructors, are given. First, the article enumerates the qualities of a good instructor and then goes on to give details concerning admission requirements, training, scholarships, future job possibilities, and remuneration.

A 82. "The W.F.P. and Teachers". Bulletin of the International Bureau of Education. Year 47, 2nd quarter, 1968, no. 167, Geneva (I.B.E.-379.827 '65).

The World Food Program (W.F.P.) will help Algeria train more teachers by providing food for over four years to 4,500 teacher trainees enrolled as boarders in 17 institutions in Algeria.

This direct food aid to students will enable the government to make an annual saving of 80,000 dollars; these savings will be utilized to set up teacher training schools, as well as to extend and improve the existing ones. The food will be prepared in the kitchens of the 17 institutions and will be distributed free of charge each day in the form of hot meals.

A 83. "Enseignement Normal" (Teacher Training). *Informations Statistiques*, no. 6, June 1968, pp 158-169.

There are in Algeria twelve schools and eight sections for normal schools for *instructors*. These schools serve 4580 pupils, 1335 of which are young girls. The percent increase from the preceding year was 37.9 % . Of these students 2512 were Arabophones and 2068 Francophones. Statistical tables are given on age, year of study, department, language.

In the *teacher* normal schools, of which there are 6 in addition to six sections attached to classical and modern high schools, there are 859 pupils including 347 girls. The distribution of the students according to year of study shows a decrease of recruitment during this year. Also to be noted is that the Arabic Normal Schools exist only in the two normal schools of Algiers.

A 84. "Personnel Enseignant" (Teaching Personnel). *Rapport sur le Mouvement Educatif*, XXXI° International Conference on Public Instruction, Geneva, July 1968. Algerian Ministry of Education, pp 15-19.

Although the teaching force in Algeria has risen from 4052 in 1966-67 to 5439 in 1967-68, there is a large shortage; the government has been obliged to use monitors and to recruit foreigners. Long-term measures to increase the number of teachers have been taken as well; for example, by 1973 it is hoped that 2000 professors for the second degree of secondary education, 6000 professors for the first degree of secondary education and 48,000 teachers for primary education will have been trained or will have participated in refresher courses.

The massive recruitment of monitors or of unqualified teachers after Independence, has been a problem, because their professional level now has to be improved. To do this summer workshops and correspondence courses were arranged.

L 85. "Le Mouvement Educatif en Libye en 1965-66 : Personnel Enseignant" (The Educational Movement in Libya in 1965-66 : Teaching Staff). Annuaire International de l'Education, XXVIII 1966, UNESCO , p 256.

This survey gives the number of pupils per teacher at every level of education : it appears that the number of pupils is increasing more quickly than that of teachers. Teachers should have either a university degree, for secondary education, or they should attend the courses of the Higher Normal School in Tripoli, (lasting 4 years) to enter Primary Education. The Libyan government needs teaching staff from the other Arabic countries especially for Sciences and Mathematics. During their holidays, the teachers attend refresher courses, which contribute to the improvement of teaching methods. The status of the teaching staff has been equated with that of civil servants, with a bonus of 20 % called "teaching indemnity" for the teachers.

M 86. "Teachers Abroad, Research in Comparative Education" International Bureau of Education, UNESCO 1966. Publication no. 289, year 41, 1st quarter 1967, no. 162, Geneva.

a) Morocco will probably be able to send a number of Arabic-speaking primary teachers (who will also know French) to any African country which might apply for them. A plan to organize training for teachers in higher schools has been drawn up.

b) The country will need teachers of various subjects for several years to come, to teach Arabic, French, and technical subjects, in French, in lycées and secondary schools. During the period covered by the next 3 year plan, the need for foreign teachers of Arabic, Mathematics, Natural Science, technical subjects (agricultural, industrial, commercial), French, physics and chemistry, English and artistic design will be considerable.

T 87. "Art de Vivre, Ethique, Culture, Le Sport est-il aussi votre Vocation ? Devenez alors 'Prof de Gym' pour la Vie". (Art of Living, Ethics, Culture, Is Sports your Vocation ? Then Become a 'Gym Prof'). La Presse, April 3, 1969.

This article deals with physical education and its importance. It contains an extract from the first chapter of official instructions given to teachers of physical education. This extract lists the purposes of physical education, one for example being that students that are physically well are better able to study.

It goes on to note that the teaching of physical education in schools has become more widespread, thus creating a need for more teachers. The course of studies for those interested in becoming teachers is outlined, as are the qualities that are deemed necessary for those who want to make this their vocation.

T 88. Charmion C. "La Connaissance de l'Enfant et son Education" (Knowledge of the Child and his Education). Editions du Cercle Culturel de l'Ecole Normale d'Instituteurs de Tunis, 1967, 575 pages.

The author, who is presently a Primary Education Inspector in Tunis, conceived this book as a manual intended for teachers who are receiving practical training together with complementary theoretical studies. The book is divided into three parts (child psychology, general pedagogy and special pedagogy) and includes 20 chapters. Each chapter is composed of a lesson in child psychology, a lesson in general pedagogy and one in special pedagogy, so that together they comprise a whole labor unit.

The classical program was slightly changed, to adapt to the new situation created by the need for practical and theoretical training at once.

The first four chapters give a general overall approach to the questions which will be later developed. The 16 other chapters deal with physical education, intellectual education, education of affectivity and personality, education of will and attention, moral and social education, differential psychology and trial of the philosophy of education in order to add a cultural aspect to professional training. The teachers are challenged to consult significant philosophical texts and to do personal research by questions and subjects of inquiry at the end of each chapter.

T 89. Chaabouni, Halima. "L'Institutrice Tunisienne" (The Woman Teacher in Tunisia). Femme, February 15, 1969, p. 26.

This article is a résumé of a study carried out by a Tunisian sociologist, Mrs. Halima Chaabouni, on women teachers in Tunisia. The study was carried out from February to April 1963, and included a sample of 34 out of a population of 120. The study was limited to Tunis.

The teachers are graduates of a normal school which was opened in 1944. Twenty-three are married and most are between 20 and 30 years of age.

Mrs. Chaabouni used interviews which dealt with three areas: the work itself, what made them choose this vocation, their relations with teachers, inspectors, etc.

The articles give examples of the questions asked and the answers received.

TEACHING AIDS

A 90. "Services Auxiliaires et Extra-Scolaires" (Auxiliary and Extra-Curricular Activities. Rapport sur le Mouvement Educatif, XXXIe International Conference de Public Instruction, Geneva, July 1968, Algerian Ministry of Education, pp. 19-21.

School cafeterias have developed well both organizationally and quantitatively. The number of pupils served by cafeterias has risen to 650,000; of these, approximately 150,000 are provided for by the World Food Program. The pupils who are fed in these cafeterias, receive in addition, nutrition courses given by specialists or teachers specially trained during the course of special training periods directed by UNICEF and other concerned organizations.

Guidance counsellors are still relatively few in number. Only 9 were trained this year in addition to the 25 already working. The "bureau de documentation et d'information scolaire universitaire et professionnelle" (DISUP), installed at a central level, collects information on education and vocations.

The cultural and artistic activities of educational establishments include lectures and educational films sponsored by the Minister of National Education. The film library of the National Ministry can supply a large number of documentary films to the schools.

L 91. "Le Mouvement Educatif en 1964-65: Plans d'Etudes, Programmes et Methodes". (The Educational Movement in 1964-65: Plans for Studies, Programs and Methods). Annuaire International de l'Education, XXVII, UNESCO, 1965, p. 249.

At every level of education, the schedules were modified by the suppression of the 3 hours devoted to special subjects. For instance, in commercial schools stenography has been replaced by statistics, and geology and psychology are now taught in secondary education; some courses were increased, such as English and general agriculture in secondary agricultural schools. The opening of laboratories in normal, vocational and primary education has made both learning and teaching more alive. New manuals dealing with the Libyan environment were introduced into primary schools.

M 92. "Enseignement des Sciences Physiques dans l'Enseignement du Second Degree" (Teaching of Physical Sciences in the Secondary Education Program). Ministère de l'Education Nationale et des Beaux-Arts, Morocco, October 1967, 69 pp.

This bulletin is devoted to the teaching of physical sciences. Lesson plans as well as comments on the curriculum are given.

The author states that the aim of the program is to train students to use their own judgment and to acquaint them with scientific studies.

M "L'Enseignement de l'Histoire et de la Géographie" (Teaching of History and Geography). Ministère de l'Education Nationale et des Beaux-Arts. Morocco, October 1967, 105 pp.

This bulletin deals with the teaching of history and geography in secondary school. The first section gives general pedagogical instructions and the second section gives lesson plans. Also included are a bibliography and instructions for examinations.

The author states that at the same time that the teacher teaches history, he also teaches correct use of the language and correct methods of studying.

M 94. "Programmes de Mathématiques" (Mathematics Programs). Ministère de l'Education Nationale, Morocco, June 1967, 39 pp.

This bulletin presents the curricula for the teaching of mathematics in secondary schools in Morocco. It includes algebra, geometry and trigonometry.

M 95. Stam: "Manuels Scolaires pour le Maroc" (School Manuals for Morocco). The Netherlands, 1965, 40 pp.

Since 1956, that is, since the Independence of Morocco, authorities in charge of education have had to make up for the slowness in education so that it will reach the level required for a modern and independent state. Their first step was to find a solution for literacy and to give children the opportunity to attend school from the age of seven years. At the same time as efforts were made to improve the percentage of those attending school, a complete reform was made of the school programs in order to bring them into accord with the living conditions in the country. This reform is still in progress. It is being carried out along side the Arabization of national education.

To promote the new programs new manuals must be prepared. To this end, the Minister of National Education, in 1962, asked for assistance from UNESCO. This assistance was given:

- to check the manuals being used in primary and secondary schools in all subjects, in Arabic, French, Spanish and English;

- to make a critical study of these manuals to see if they meet the following criteria: adaptation to the Moroccan milieu, good illustrations, correspondence to local programs, advancement, effectiveness;

- to determine what manuals are necessary for secondary education;

- to actively participate in the execution of the decided-upon plan.

M 96. Paccard: "Le Dévéloppement de la Radio Educative au Maroc" (The Development of Educational Broadcasts in Morocco). Rabat, 1963, 33 pp.

Since the beginning of its broadcasts in 1960, educational radio has defined 3 objectives for itself which have been integrated into three programs.

School plan:

Program "A" consists of broadcasts which complement the education given to pupils in intermediate courses of primary and secondary education;

Program "B" includes model lessons in Arabic and French for teachers who give lessons in these languages.

Extra-curricular program:

Program "C" contains popular education programs in dialetical Arabic and is designed for adults.

The 1960-61 school year was an experimental year for educational broadcasts in Moroccan schools. In 1961-62 244 broadcasts were made for children, teachers and adults and a "Service of Educational Radio and Television was organized. The 1962-63 year must be one of consolidation.

M 97. "School Broadcasting". Ministère de l'Education Nationale. Revue Trimestrielle, Rabat, 1961-62.

The aims of education by radio are:

1. To improve the quality of education and to reach as much of the population as possible and as economically as possible.
2. To fill a particular need in Morocco which does not have enough teachers or classrooms. By using radio, it is possible to reach children for whom there is no place in school.
3. To offer the possibility to adults who were unable to attend school, to become educated.
4. To broadcast programs for adults on sanitary, rural and vocational education.
5. To offer the opportunity for everyone - especially the youth - to know the history and geography of their country, its economic and moral situation. This will be offered by special programs.

RELIGIOUS EDUCATION

L 98. Sheikh of the Islamic University of Libya: "The Islamic University" in Libya of Idris El Senoussi (Mohammad Annane), chapter "Religion and Secularism" Beirut, 1968, p. 147.

The author gives a complete interview of the Sheikh who explains the functions and activities of the Islamic University in Modern Libya. Owing to the intellectual awakening and cultural progress, the Baida Religious Institute opened branches in all parts of the kingdom. This University includes colleges of the Arabic Language, Religion and Religious Law, Islamic Research Institutes, Secondary and Elementary Institutes, Koranic Schools, and a Division of preaching and guidance. Mathematics, Chemistry and foreign languages are also taught. The University is open to students from other Islamic countries.

M 99. Farid. "L'Enseignement Réligieux Musulman au Maroc" (Moslem Religious Education in Morocco), Cahiers Réligieux d'Afrique du Nord, issued by the Centre Dominicain d'Etudes Réligieuses, Algiers, 1960, No. 16, p. 221-233.

The author first gives an analysis of the traditional situation and role of Religious Education in Moslem societies. He demonstrates that the pedagogic methods used are not adapted, in Morocco, to the needs of the modern world. Koranic schools should be reformed and should offer primary education just like modern schools. In other modern Moslem schools, children are given a primary education in Arabic along with some hours of religious education. There are also Moslem Institutes, called Universities, where students are given secondary and higher education in 9 years; they can specialize either in Religious Sciences or in Arabic literature. This organization dates back to 1933; since 1956 frequent student strikes have proven that it has not adapted to modern realities. The problem should be studied for the sake of the Islamic Institutes and for religious education as a whole. For this author, the modern crisis of Religious Education in Morocco is the question of a renewal of the whole Moslem world in view of modern developments.

T 100. Lelong, Michel. "Le Diplome Zitounien de Prédication et d'Orientation Religieuse". (The Zitouna Diploma of Preaching and Religious Orientation) IBLA, XXVI, 1963, p 163.

This diploma of Preaching and Religious Orientation is prepared in 3 years at the Zitouna School of Tunis. The author first gives a complete list of the questions studied along with a schedule for each year. This diploma is taught in a spirit of fidelity to the Islamic values and heritage, and with a will for progress and adaptation to modern realities; the author gives a thorough analysis of all the questions taught during 3 years. Moreover an obligatory course of a foreign language was added to the traditional religious program.

T 101. Borrmans. "L'Enseignement Religieux en Tunisie" (Religious Education in Tunisia). Cahiers Religieux d'Afrique du Nord. issued by the Centre Dominicain d'Etudes Religieuses, Algiers, 1960, p 263.

In Tunisia, the main question was to determine whether the teaching of religion, i.e. Islamic dogma, morals and law, has a place in a modern state confronted with economic underdevelopment. Traditionally, two parallel paths were offered to children : kouttab (koranic schools) and Zitouna, where they got a purely religious education; and primary-secondary education where teaching was secular and in French. There was also the Sadiki College, a combination of the two other educations. After Independence, reforms were undertaken, and Zitouna lost many of its students (a table gives the number of Zitouna students from 1952 to 1960), even though it was transformed into a Higher Faculty of Letters and Theology.

Nevertheless, in Tunisia, it is felt that Islamic education is needed to implant the religious conscience as a part of the national personality of Tunisia among Islamic nations.

T 102. Lelong, Michel. "La Licence de Théologie et des Sciences Religieuses" (The Licence of Theology and Religious Sciences). IBLA, XXVI, 1963, p 51.

In 1962, a Faculty of Theology and Religious Sciences was opened at the University of Tunis, using modern methods for the teaching of Islamic disciplines. The author analyses the study programs and gives a list of the Islamic questions studied during the 4 year course of this faculty, together with semester schedules for each year. This "licence" in Theology is characterized by the desire to enliven the Islamic heritage with contemporary methods and values. It also uses the pedagogic means now used in all modern universities, and grants an important place among studies to the other great religions and philosophies in order to broaden the general culture of the students. All this is proof of the desire to adapt the Islamic religion to the modern world.

T 103. "Formation des Cadres pour l'Enseignement du Coran" (Training of Personnel to Teach the Koran). La Presse, May 14, 1969.

A center to train people to recite and explain the Koran is being set up. People trained at this center will be put at the disposition of rural centers for young girls, kindergartens and civic workshops. The number of candidates that have applied for entrance into the center is 302, of which 25 will be chosen to form the first group.

The Association which is establishing the center wants to train instructors who will be competent to teach in the Modern Education Center of Koranic Science. This center will operate in excellent conditions of hygiene and will follow a well-drawn up and methodologicalprogram. It also plans to prepare and publish a commentary of the Koran in pocket-size edition.

The Municipality of Tunis has given a permanent place for the Association to establish its headquarters. It will be a place that people will be able to go to at any time to hear Koranic reading and commentary.

A competition for young people between the ages of 15 and 20 and who can recite one-half of the Koran will be held, and a count will be made of all persons in Tunisia who can recite the Koran by heart.

ARTISTIC EDUCATION

A 104. Haciane, Mustapha. "La Longue Nuit du Theâtre Algérien" (The Long Night of Algerian Theater). Jeune Afrique, no. 429, March 24-30, 1969, pp 38-40.

The author of this article, Mustapha Haciane, who is himself a poet and playwright, says that since last summer at the Maghreban Theater Festival in Tunisia, where the Algerian National Theater won first prize with its production of "Les Chiens" (The Dogs), the TNA has accomplished very little. In trying to explain the reason for this situation he briefly traces the history of theater in Algeria going back to the nineteenth century.

After Independence, when many of the French left, Algeria was left with very few professional actors. But the TNA was able to produce a play in dialectical Arabic by M'Hamed Ould Kaki "Africa Year Two". In June 1965 a new director, Mustapha Kateb was named. Financially, he was successful. He brought in foreign troupes which played in French. The audience, however, was composed almost entirely of foreigners. Plays in classical Arabic are hardly more popular - for although there is a 65 % level of illiteracy in French, there is a 95 % rate of illiteracy in literary Arabic. He stresses the importance of Arabization in the schools.

There is another amateur theater group that has recently been started. Politically it is attached to the FLN, financially it is completely independent.

The author calls for much more theatrical activity in Algeria.

Mag 105. "Le Congrès de Tripoli : Une Connaissance des Littératures Maghrébines" (The Congress of Tripoli : A Knowledge of Maghreban Literature.). La Presse, April 11, 1969.

A congress for writers and intellectuals from the Maghreb countries was held in Tripoli from March 15-21, 1969. Authors from Libya, Tunisia, Algeria and Morocco presented papers dealing with such topics as: "Engagement" in Algerian Poetry, Criticism in Morocco, Moroccan Theater and its Problems since Independence. The Crisis of Literary Creation is a Linguistic Crisis.

The author of this article, notes that representatives from all the countries dealt only with problems specific to their own country and did not consider the problems in the Maghreb as a whole. Although the author feels this is a necessary first stage, he believes that there should now be a move to coordinate literary activities throughout the Maghreb.

T 106. "Le 4ème Festival National de la Jeunesse Scolaire" (The Fourth National Festival for Young Students). La Presse, March 26, 1969.

Twelve thousand young Tunisian actors, musicians, artists and athletes participated in the Fourth National Festival for Young Students, which was held in Jendouba from the 26th to the 28th of March. Each regional office sent 85 young people to represent it.

The program included an exhibition of paintings and handicrafts, plays, poems, dancing and musical recitals, and of course sports events.

T 107. "Le Club de la Poésie : du Classique au Moderne" (The Poetry Club : From the Classic to the Modern). La Presse, March 7, 1969.

On January 1, 1967, the poetry club held its first meeting. Since then a group of Tunisian poets have been meeting every Friday night for readings and discussions of poems. The club also plans to publish a review "Shiir" which would be a collection of poems read at the club and which would also include theoretical essays related to poetry.

The article describes a meeting which was held on February 28, 1969. It names poets that gave readings and gives examples of and criticisms of their poetry. Various styles of poetry were represented by poets like Mohamed El Ajmi, Amor Hamida, Khaled Toumi, and Midani Ben Salah who is "undeniably one of the greatest Tunisian poets". Styles varied from classical to modern; subject-matter ranged from the Palestinian question, to religious faith, to the plight of the poor.

T 108. "Une Responsabilité de Relèvement Social et d'Animation Culturelle" (A Responsibility to Increase Social Standards and to Stress Culture). La Presse , April 2, 1969.

Tunisian municipalities are responsible for many social and cultural services ... for treating malnutrition, illiteracy unemployment, vocational training. In addition each municipality must promote the cultural development of its citizens by creating and maintaining a library for both children and adults, and by encouraging people to become aware of their own national culture.

Maisons de Culture to organize educational leisure activities must be set up. Sports activities and facilities should be arranged. Courses are given to adults to fight illiteracy. Although the municipalities have a big job to perform, the fact that the number of Social Centers has increased from 94 in 1957 to 140 in 1968, shows that they have been making progress.

SPECIAL EDUCATION

A 109. "UNESCO Chronicle", September 1968, Vol XIV, no.9.

The National Commission publishes twice yearly a bulletin entitled Reflets in Arabic and French. In the first issue, January 1968, Dr Ahmed Taleb El Brahimi, Minister of Education and Chairman of the National Commission writes : "Reflets is intended as a meansof disseminating andexchanging information throughout the country. It will be of value to educated adults interested in the development of culture and education in our country; it will provide interesting news for students in schools and colleges, teachers, and youth leaders; and for the general public it will offer news of UNESCO and its member states".

L 110. "Le Mouvement Educatif en Libye en 1963-64 : Services Auxiliaires et Activités Exta-Scolaires" (The Educational Movement in Libya in 1963-64 : Auxiliary Services and Extra-Curricular Activities). Annuaire International de l'Education, XXVI, UNESCO, 1964, p 231.

In collaboration with the Ministry of Health, the Board of Education organized medical examinations for children attending school. Food is also distributed to these children in school cafeterias,where they can have meals whose quality is well controlled.

The Department of Adult Education of the Ministry of Education in collaboration with the Ministry of Social Affairs is promoting an important program of popular education and is helping to organize youth movements.

M 111. "Refresher Course for Youth Leaders", Bulletin of the International Bureau of Education, year 42 -3rd Quarter 1968, no.168, Geneva. IBE-376.7-37N (64).

In view of the experience acquired during four courses held in Paris on the theme "A Basic Knowledge of Adolescents and their Social Integration", the International Children's Center accepted the invitation of the Government of Morocco to discuss the question from the specific viewpoint of the developing countries. Thirty-seven educators and teachers from various provinces examined the following aspects of the problem : (a) the physiological aspects of child and adolescent growth; (b) the major diseases which can influence growth; (c) the recommended organization for their prevention (health, nutrition, and social education); (d) the problems of personnel training at all levels; (e) the specific sociological characteristics of adolescents; (f) the psychological and pedagogical aspects of learning and education; (g) economic problems. Priority was given to the discussions of the first stages of adolescent productive work. Several types of field work completed the refresher courses.

M 112. "Rapport au Gouvernement du Royaume du Maroc sur la Création d'un Centre de Perfectionnement de Cadres Dirigeants" (Report for the Government of the Kingdom of Morocco on the Creation of an "Improvement" Center for Officials). Bureau International du Travail : Geneva, 1965, 18 pp.

The aim of the United Nations' mission was as follows :
1) to demonstrate the value of improving the efficiency of public and private company personnel in the management of business, and more particularly, in economic and financial fields.
2) to assist the Moroccan government in the eventual establishment, with the aid of Special United Nations Funds, of a Productivity Center of Morocco.

To this end, the job of the designated expert would be :
a) to carry out studies on public and private enterprises designated by the coordinator of the Industrial Offices, or by that Ministerial Department which would be in charge

on the economic position of the chosen enterprises, and to suggest means of growth, particularly in the field of economic and financial management.

b) To furnish advice and suggestions that would help personnel increase their efficiency.

c) To give, if possible, practical demonstrations.

d) To hold conferences or do everything possible to distribute information that would appear useful.

e) To participate, when necessary, as a representative of the International Labor Organiz., in meetings with other organizations carrying out related activities, to delineate their respective activities so that there will be no overlapping.

f) To gather all documentation related to the mission.

g) To advise, if the conditions appear appropriate, in the writing up of a petition for the creation of a "Moroccan center for the improvement of personnel and the increase of productivity.

T 113. "La Tunisie compte 125 Jardins d'Enfants" (125 Kindergartens in Tunisia). La Presse, March 13, 1969.

Previously, educational theory considered the child as a small adult. Now, he is considered to be a child and is treated as such. The fundamental principle on which his education is based is the importance of the sensory element in his training. Spontaneity is stressed. To direct this new type of training specially trained teachers are necessary. Kindergartens for boys and girls, aged 3 to 6, have been set up.

This article gives the objectives of such kindergartens, one being that it frees the mothers who want to hold jobs. It goes on to enumerate governmental action that has been taken; for example, a school for kindergarten teachers has been set up. Strict rules for hygienic and safety measures have been established. Finally, achievements that have already been made are outlined. In 1965 there were only 54 kindergartens; in 1968 there were 125.

T. II4. Zannad, Mr. "La Politique de la Jeunesse Tunisienne" (The Policy of Tunisian Youth). Femme, February 15, 1969. p. 36.

50.7 per cent of the Tunisian population is less than twenty years of age. That is why education is so important.

Education must be given by the family, the school, the job milieu and youth organizations. After dealing very briefly with the state of education given by the first three milieus, the article deals at length with the Union of Tunisian Youth. There are seven organizations which come under the auspices of the Union of Tunisian Youth. The article lists them and describes their functions.

COOPERATION

L 115. UNESCO Chronicle, July-August, Vol. XIII, No. 7-8, 1967.

The National Commission has published a handbook in Arabic entitled "Libya and UNESCO" to commemorate the 20th Anniversary of the Organization. It has also published in Arabic the report and recommendations of the Conference of the Ministers of Education and those Ministers responsible for economic planning in Arab states. This Conference was held in Tripoli from April 9-14, 1966.

L 116. "Perspectives de la Cooperation Culturelle Franco-Libyenne". (Perspectives for Franco-Libyan Cultural Cooperation). Realités Libyennes, No. 1, 1969, p. 36.

Situated between the Maghreb countries and the countries of the Orient, Libya uses the French language in its relations with Maghrebian technicians many of whom are trained in French Universities. 110 French teachers are working to introduce the French language at the preparatory educational level. It is expected that in 8 years Libya will employ 800 teachers in this language. 50 more French teachers will come to Libya next year. These foreign teachers are to be progressively replaced by Libyans trained at the University of Tripoli. The Cultural Center of Tripoli offers courses for adults, movies, records and books.

Similar centers are to be opened in Bengazi and Sebha. In Libya, radio and television broadcasts are encouraging wide public interest in French matters.

Mag 117. Simon, E. "Une Université pour le Dévéloppement" (A University for Development). Jeune Afrique, No. 418, 1969.

The author analyzes the resolutions taken by the 4th Congress of the Association des Universités partiellement ou entièrement de langue Française (Tunis, November 1968), and underlines the functions of a University of the Third

World which would contribute to the economic development of the countries in which they are situated, in spite of government mistrust of universities in these countries.

Mag 118. "Le II° Congrès International d'Etudes Nord-Africaines". (The 2nd International Congress of North African Studies), Maghreb No. 31, 1969, p. 43.

This is a survey of the activities of this congress held in Aix-en-Provence (France) in November 1968, with the participation of University Professors, researchers and other specialists from Algeria, Morocco, Tunisia, Italy, England and France.

Their deliberations were divided into two sections, one concerning history of the Maghreb and one on economical and sociological matters. The next congress will take place in Rabat (Morocco) in 1971.

Mag 119. "IV° Colloque International des Universités de Langue Française" (4th International Colloquium of Universities Using the French Language). Maghreb, No. 31, 1969, p. 44.

This colloquium, held in Tunis in November 1968, dealt especially with interuniversity cooperation in the promotion of development. Tha participants agreed on the necessity of creating centers dealing with present cultural plurality, of encouraging expansion in the Occident of non-Indo European cultures and languages, and of studying specific problems of "Third World" countries.

The Association des universités partiellement ou entièrement de langue française (A.U.P.E.L.F.), whose office is in Montreal, could grant post-graduate fellowships. The next meeting of the organization will take place in August 1969 in Abidjan.

Mag 120. "Le III° Congrès de la Confédération des Etudiants Maghrébins". (The IIIrd Congress of the Confederation of Maghrebin Students). Maghreb, No. 2, 1964, p. 21.

This Congress, held in Sousse (Tunisia) in January 1964, shows that political questions still occupy an important place among the preoccupations of Maghreb students. During this congress the Charter and Statutes of the Confederation were modified on some important points but the relations with other international student groups were not altered.

The congress dealt especially with two questions, i.e. the political situation in Morocco and the reconversion of the Tunisian Sahel.

Mag 121. "Recherches et Publications Actuelles sur l'Afrique du Nord d'après la Documentation du Centre de Recherches sur l'Afrique Méditerranéenne d'Aix-en-Provence". (Researches and Present Publications on North Africa, from the Documentation of the Center of Studies of Mediterranean Africa in Aix-en-Provence). Maghreb No. 22, 1967, p. 42.

This article shows the great interest of French researchers in North Africa, and especially Algeria. A complete bibliography on the Maghreb (books and articles) is annexed. Germany, Spain, U.S.A., England, Italy, Middle East countries, Netherlands, Poland, and the USSR also presented numerous studies on cultural, juridicial, economic, political and other research carried out in the Maghreb.

SPECIAL PROBLEMS

A 122. Bitat Z. and Belmihoud M. "Existe-il un Problème de la Femme Algerienne ?". (Is there the Problem of the Algerian Woman ?). Confluent No. 33, 1963, p. 493-499.

This is an interview of two women both of whom are deputies of the National Assembly. For Mrs. Bitat and Mrs. Belmihoud, the problem of the Algerian woman is a wrong-problem: the only true question is that of the Algerian citizen in the nation as a whole.

For both "deputies" the solution of this global question will be brought about when education is made available to all.

A 123. M'Rabet F. "La Femme Algerienne" (The Algerian Woman). Maspero (Paris, 1964) Cahiers libres No. 66, 140 pages.

Fadela M'Rabet exposes the entire range of problems encountered by the Algerian woman in a country which remains, in spite of political Independence and efforts for economical modernization, a society with antiquated mental attitudes. This book is presented as a file made up of the letters and statements of girls and women, showing the reality of their problems regarding marriage, education and labor.

A "Le I° Festival des Arts Populaires d'Alger". (The First Festival of Folk Arts in Algiers). Maghreb No. 18, 1966, p. 14.

48 folk bands participated in this Festival, in Algiers, in September 1966. In spite of the reactions of an urban public used to occidental cinema and theater, a real unity appeared among so many varied traditional cultures (Berber, Arabic, Soudanese, Turkish). This festival is therefore considered as a test of the cultural unity of modern Algeria.

M 125. El Hassar Zghari L. "La Femme Marocaine dans la Vie Familiale et Professionnelle". (The Moroccan Woman in Family and Professional Life). Confluent No. 24, 1963, p. 641.

This is a complete survey presented by Mrs. Latifa El Hassar Zghari at the International Meeting on the Family in Rabat; the main subjects of this survey are specific problems of training of women and girls for family and professional life. The author shows the present situation giving legal information on independence, inheritage, polygamy, as well as statistical information. The rural woman and the urban woman are dealt with separately. The author concludes that in both cases, emancipation, training and professional integration of the Moroccan woman is a problem of education. In the second part of this survey, she traces the future problems of women in Morocco.

M 126. Martensson N. "Aptitudes vis à vis du Travail Professionnel de la Femme Marocaine" (Attitudes Towards Professional work of the Moroccan Woman). Bulletin Economique et Social du Maroc, January-March 1966, p. 133-145.

The position of women is an essential factor in the development of Morocco. The author showed the factors influencing woman's work through the analysis of attitudes among students and concluded that the general attitude is rather favorable to this aspect of female emancipation.

M 127. "Les Activités du Centre International de l'Enfance au Maroc". (Activities of the International Child Center in Morocco), in Bulletin du Bureau International de l'Education, No. 168, 1968.

The International Child Center, invited by the government of Morocco, held a meeting (with 37 teachers) concerning educational problems in developing countries, such as:

- growth of the child and the adolescent, and the diseases which may disturb him; prevention of such diseases;
- vocational training;
- specific sociological characteristics of adolescence;
- psychology and pedagogy of education;
- problems of social and professional integration of adolescents.

T 128. "Le Centre de Préparation des Travailleurs Emigrants" (A Preparation Center for Emigrant Workers). La Presse, March 14, 1969.

Lack of available jobs is a problem facing the economies of under-developed or developing countries. Emigration of workers is one solution of the problem. The article gives some of the advantages derived from this meeting of two cultures and then describes a preparation center for emigrant workers that was set up by the Office of Vocational Training and Employment.

It outlines the role of the center, delineates the preparation that is given, and states the admission requirements. The course lasts from 3 to 8 days, after which the emigrants, provided free of charge with a new suit of clothes, are aided with their departure formalities.

The author states that Tunisia will be judged by other countries according to the quality of these workers.

T 129. "A Coeur Ouvert" (For an Open Heart). *Femme*, February 15, 1969, p. 19.

In an article written in *Femme*, a magazine published by the National Union of Tunisian Women, the author states that much of the education that a child receives must come from the home. Parents should be interested in what their child does at school and in the progress he is making. They should be willing to see the teacher to talk about their child, and if there is a problem of discipline should discuss it with the teacher and then make their child understand the importance of education.

The child should be included in their activities so that his environment can become richer. He should have regular sleeping, working, eating, and play hours). Disciplinary measures should not be too harsh, but should be reasonable.

The article expands on all these ideas.

T 130. "La Tunisie est Prête à Recevoir Toute Aide dans la Recherche Clinique et Biologique" (Tunisia is Ready to Receive Aid for Clinical and Biological Research). *La Presse*, April 1, 1969.

Speaking at a Seminar organized by the World Health Organization (WHO), Mr. Hédi Khéfacha, Secretary of State for Public Health, remarked that Tunisia, after having studied the problem very extensively, has opted for a policy of family planning. But realizing the complexity of the demographical problems, the Tunisian government prefers to advance step by step.

Mr. Khéfacha told how Tunisia had tried a two-year trial program from which it had encouraging results. Based on this trial, a national program was undertaken in June 1966. He listed the objectives of the program and gave some of the results that have been achieved.

Speaking next, Dr. Amor Daly, director of the Family Planning Center dealt with the problems posed by a national birth control program. Finally, Dr. Alex Kessler, a member of WHO, spoke of the role of his organization in such projects.

END

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